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| **COVERING BOTH GLE’S AND CCSS**  **(State correlation is not a perfect match-What makes them the same….what makes them different?)**  1.1.1.Sort and classify objects by attributes including size, shape, color, texture, orientation, position and use, and explain the reason for each sort.  **CC.K.MD.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.  **CC.K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)  2.2.10.    Act out and solve addition and subtraction story problems that reflect real-world experiences and contextual problems using sets of up to 10 objects and describe the strategy or reasoning used to solve a problem. For example: Put two crayons together with four crayons; then count to determine the number of crayons needed for all students at a table.  **CC.K.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show the mathematics in the problem), sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.  **CC.K.OA.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  **Classroom Routines Only**  2.2.7.    Count by rote to at least 30(Calendar)  **CC.K.CC.1** Count to 100 by ones and by tens.  2.1.1.    Represent quantities of up to 30 objects in a set. (Attendance)  **CC.K.CC.1** Count to 100 by ones and by tens.  **CC.K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).  **CC.K.CC.4a** When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.  **CC.K.CC.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle; or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.  2.1.2 Compare sets of up to 30 objects and use the terms…..one more or one less than a given set. (Attendance)  **CC.K.CC.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)) |
| **COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION** |
| **GLE’s but not CCSS**  4.1.1.   Pose questions about objects and events in the environment that can be used to guide the collection of data. (also includes Today’s Question)  **Grade 2 CC.2.MD.9** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.  4.1.2.   Collect data, record and the results using real graphs and picture graphs.  **Grade 1 CC.1.MD.4** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.  4.1.3Arrange information in a systematic way using counting, sorting, lists and graphic organizers  **Grade 1 CC.1.MD.4** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.  4.2.4.    Describe data using the terms more, less and the same.  **Grade 1 CC.1.MD.4** Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.  4.2.5. Identify and extend patterns from organized data to make predictions. For example: More boys than girls in our class watch television every day. We predict that the same will be true for another kindergarten class.  **Grade 2 CC.2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (See Glossary, Table 1 – *Common Core State Standards for Mathematics*.)  **Classroom Routines Only**  1.1.3 Recognize, reproduce, extend and create repeating patterns….numbers and textures.(Patterns on the Pockets Chart)  **Grade 3- CC.3.OA.9** Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.  3.3.6.    Recognize events that reoccur (at specific times of the day or week).(Calendar)  **Grade 1 CC.1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks.  3.3.7.    Locate yesterday, today, and tomorrow on a calendar….before and after to compare events.(Calendar)  **Grade 1 CC.1.MD.3** Tell and write time in hours and half-hours using analog and digital clocks. |
| **CCSS but not GLE’s** |